

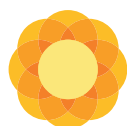
SEND STRATEGY

2019-2023

"No Child Left Behind"



"Children and young people will be happy and reach their full potential"



**BIRMINGHAM
CHILDREN'S TRUST**



Birmingham
City Council



WEST MIDLANDS POLICE





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1. INTRODUCTION

Birmingham's Strategy for Children and Young People with SEND – 2019 Refresh

This refreshed version of Birmingham's Strategy for children and young people with Special Educational Needs and Disabilities (SEND) has been co-produced by a range of stakeholders and sets out the local area's strategic priorities relating to SEND, building on and complementing the work of the previous strategy. In response to the changing needs of the population, it is important that SEND strategy remains relevant and responsive to local needs. The priorities that guide our work have been developed through consultation across the City, including the views of children, young people and families.

Like all local areas, this strategy needs to take into account the level of capital and revenue funding available and in doing so ensure the effective use of the Council and CCG funding, the high needs budget (HNB) and schools' notional SEN funding.

This strategy is written in line with the SEND Code of Practice and the United Nations Convention of the Rights of Persons with Disabilities which states a commitment to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.

2. OUR VISION FOR CHILDREN AND YOUNG PEOPLE WITH SEND



“By working together with families and communities we want to support all children and young people, aged from 0 to 25, with SEND to meet their potential, live healthy lives and become active citizens within their communities”.

3. THE BIRMINGHAM PROMISE

Birmingham City Council and the NHS for Birmingham and Solihull are committed to promoting the achievement and wellbeing of all children and young people in the city, including those with Special Educational Needs and Disabilities. Following the SEND inspection in June 2018 the SEND Improvement programme is now shaping its vision for more localised support and provision, working closely with parents and carers. We believe that the majority of school age learners can and should be educated with others their age in their local community school which is properly equipped and fit for purpose. To do this, the SEND local board have set out 5 key themes:

- getting the climate right – vision, policy and culture
- building capacity to ensure staff have the confidence, expertise and access to specialist support to enable this to happen.
- having a Quality Assurance Framework to ensure the best possible outcomes for children and young people are achieved.
- maximising the use of resources and provision to ensure we make the most effective use of them.
- developing strong partnerships within local areas.

How we measure success/our shared ambitions are to see:

- the local offer is appropriate to meeting the current and future needs
- higher achievement among pupils who have special educational needs and disabilities
- fewer pupils in segregated provision and greater inclusion in the local community
- reduction in exclusions, children out of school and NEET population
- better use of specialist provision that meets local needs
- increased confidence in mainstream schools
- a more highly trained workforce
- feedback from parents, pupils and school staff have better access to information and support and that shows they feel more supported by education, health and social care
- better transitions and improved progression pathways that supports preparation for adulthood.



4. OUR BIRMINGHAM POPULATION – SOME KEY FACTS

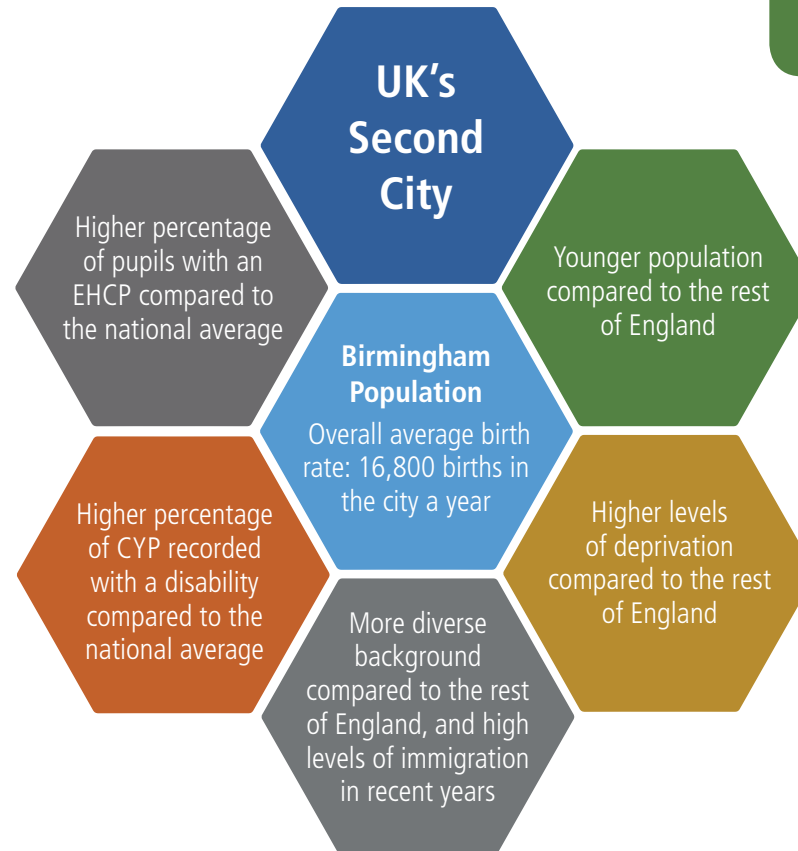
From the SEND JSNA published in March 2019 – Birmingham City Council.

- o In 2011 (census) there were 19,598 children and young people (aged 0-24 years) recorded with a long-term health problem or disability which limits daily activity. The prevalence is higher than the national average.
- o The higher population prevalence of risk factors associated with disability, such as low infant birthweight and economic disadvantage, may be contributory factors to levels of SEND in the city.

- o The total number of Birmingham CYP aged 0-25 years, with an EHCP at January 2019, was 9,437 (includes early years and post-16 EHCPs). Trend analysis for EHCPs show the numbers have been increasing over the last 10 years.
- o The prevalence of pupils with an EHCP in Birmingham schools is 3.2%. This is similar to the national figure of 3.1%.
- o 25.0% of Children in Care have an EHCP compared to 26.5% for England, and 21.2% of Children in Need had an EHCP compared to 21.0% in England.
- o SEN support prevalence remains higher in Birmingham than nationally, however, it is similar to the other English core cities. In January 2019 there were 29,109 children recording as receiving SEN support at Birmingham schools.

- o Largest Local Authority in Europe
- o There are an estimated 90 different languages spoken in the city

- o The local population aged 0-24 years is predicted to increase by 2% in 2022 (an extra 10,000) and by 6% in 2027 (an extra 24,000). This will increase the demand for local schools and other services for children.
- o Over average Birth Rate: 17,000 births in the city a year.



- o 40% of the population living in the 10% most deprived areas of England.
- o There is a strong association between low income and higher rates of SEND prevalence. Children identified as having SEND are more likely to experience poverty and have lower educational outcomes.

- Of under 25 year olds, the largest ethnic groups in the 2011 Census were:
- o White Ethnicity: 46% (79% National level) and Asian: 33% (10% for England).
 - o Between 2001 and 2011 this age range had the most dramatic changes to its ethnic profile.
 - 80% increase in the Black population (+17,653), and the Asian population increased by over a third (+33,996).
 - The trend of increasing Black, Asian and Minority Ethnic (BAME) younger population in the city looks set to continue.
 - Changes in the ethnic profile may affect demand for services.
 - o Between 2013-2016 20,528 overseas migrants aged less than 18 years were newly registered with GPs in the city.

Information taken from the SEND JSNA published March 2019 – Birmingham City Council https://www.birmingham.gov.uk/downloads/file/7884/special_educational_needs_and_disability_2018

5. OUR BIRMINGHAM POPULATION – SOME KEY FACTS

Early Years:

- In 2018/19 academic year there were 2,327 children notified to Early Years Inclusion Support.
- The most common primary type of SEND in nursery schools is speech, language and communication with 11% of all pupils in nursery schools recorded with this type of need.
- The numbers of children who are accessing early years SEND support services has been increasing over the last five years.

Primary Schools

- There are 297 state-funded (mainstream) primary schools within Birmingham. In January 2019 there were 115,449 pupils attending these schools. 1,248 children had a statement or EHCP (1.1% of all pupils). 17,729 were receiving SEN support at the primary school without a plan (15.4% of all pupils).
- The proportion of pupils with EHCPs at Birmingham's primary schools is similar to the national average and to the other English core cities.
- The most common primary category of SEND need is moderate learning difficulty (41%).
- The proportion of pupils receiving SEN support is higher than the national average but similar to the core cities.

Information taken from the SEND JSNA published March 2019 – Birmingham City Council https://www.birmingham.gov.uk/downloads/file/7884/special_educational_needs_and_disability_2018

Secondary Schools:

- There are 87 state-funded secondary schools (excluding special schools) within Birmingham (7 of these schools are "all through" schools which cater for both primary and secondary pupils). In January 2019 there were 81,845 pupils attending these schools. 948 children had an EHCP (1.2% of total pupils). 9,704 were receiving SEN support at the secondary school without a plan (11.9% of pupils).
- The proportion of pupils with EHCPs (1.2%) and SEN support (11.9%) is similar to the national average and to the other English core cities.
- The most common primary category of SEND need is moderate learning difficulty (37%).
- By the end of key stage 4 educational attainment is lower for children with an EHCP than all pupils nationally and other pupils in Birmingham.

Special Schools

- Birmingham has 27 state-funded special schools. In January 2019 there were 4,365 pupils attending this type of school in Birmingham. This was a 20% increase in the number of children at state-funded special schools from 2014.
- Birmingham has a higher proportion of pupils attending special schools compared to England and the English core cities. Those at these schools make up the majority of the total pupils with EHCPs (63%). This is a much higher proportion than England but similar to the core cities.

Young People (19-25 years)

- In September 2019 there were 483 service users aged between 18-25 years in receipt of transition services within Adult Social Care. 60% of these were classified in the Learning Disability (LD) client group.
- There is no specific data on young people with SEND in employment but the proportion of supported working age adults with a learning disability in paid employment is an indicator in the Adults Social Care Outcomes Framework (ASCOF). Birmingham has one of lowest proportions in the country with 1.3% in employment during 2018/19. Nationally approximately 6% of people with a learning disability have paid employment (ASCOF 2017-18).

Outside Birmingham and Independent School:

In September 2019 there were 371 school aged pupils (4-18 years) receiving support through an EHCP whose needs could not be met by state-funded schools.

Education, absence and educational attainment:

- 2017/18 academic year overall absence rate for children with an EHCP was 10.2%, compared to 8.5% for all English authorities, and 10.4% for all English core cities.
- The proportion of children permanently excluded from Birmingham special schools for 2017/18 was twice the national average and higher than for the West Midlands and other English core cities.
- Educational attainment has declined overall in the past three years at KS4, across all categories of pupil. In 2018, pupils with an EHCP and pupils with SEN support had worse performance at this stage than the national average.
- The percentage of 19 year olds qualified to Level 3 (equates to achievement of 2 or more A-levels or equivalent qualifications) in Birmingham with an EHCP in 2018 was 14.0% compared to 13.2% for England. For 2017 the percentage was 11.6% and lower than the England average.

5. OUR PRIORITIES

In Birmingham, we want all our children and young people to have the same opportunities and services as everybody else. The local offer sets out that the majority of school age learners can and should be educated with others their age in their local community school which is properly equipped and fit for purpose. It reflects the need to develop and reconfigure the Authority's support and provision to ensure that it:

- supports the development of more inclusive practice in all mainstream schools
- is equitably distributed and targeted at the greatest need
- is good quality and offers good value for money
- has capacity for prevention as well as providing for those young people with the most complex/significant needs
- has a robust quality assurance process to ensure pupils achieve their full potential
- is flexible and responsive to needs, with minimum levels of bureaucracy required to support this when required
- where possible, resources are equitably distributed according to need within a locality of schools
- focuses on maximising independence and creating a culture of enablement

Whilst Birmingham has established some high quality services for SEND the OFSTED and Care Quality Commission identified significant concerns in a wide range of areas in its inspection in June 2018. The budget has come under significant pressure as local demand continues to increase and subsequently the use of external independent providers has increased significantly.

Young people with special educational needs and disability can experience a number of difficulties in school, in their home and in their community. The focus of this programme is mainly on developments in young people's educational experience, although it is recognised that these will usually need to be linked closely to improvements in support within the home and community context.

6. OUR SUCCESS MEASURES

PRIORITY THEME 1 – BUILDING CAPACITY THROUGH INTEGRATED TEAMS WORKING TOGETHER ACROSS LOCAL AREAS

- Integrated local teams providing earlier support to schools and families reducing the need for a statutory assessment enabling all complex needs assessments to be undertaken within the statutory timeframe.
- Early years settings, schools, colleges and care support services have the capacity, skills and confidence to deliver high quality provision for children and young people with SEND in order to improve their educational, health and care outcomes and their access to wider social development and opportunities to participate in their local community.
- Waiting times for services are closer to national and regional averages.
- Parents and carers report earlier access to support and advice. A reduction in the number of complaints, appeals, tribunals and dispute resolutions indicating the needs of the majority of children and families are met in a timely manner.

PRIORITY THEME 2 – DEVELOPING SUSTAINABLE SUPPORT AND PROVISION FOR SEND CHILDREN AND YOUNG PEOPLE

- Local specialist provision which is appropriately placed to meet the majority of the local needs of its learners.
- We can evidence that our joint commissioning activity enables the provision of services that better meet need and provide good value for money.
- A culture of co-production is evident in future commissioning projects and services appear more responsive to CYP and their family's needs resulting in improved access to services.
- There is visible clinical leadership that is driving clinical improvements that lead to enhanced services and health providers know and understand the 2014 reforms and their role in meeting these.

PRIORITY THEME 3 – KNOWING OURSELVES, SELF-IMPROVING AND BEING READY FOR THE CHANGING DEMANDS

- We will be able to evidence how we evaluate the effectiveness of our schools and services and what we do to support areas that are not working.
- Where there are emerging needs (for example mental health) the appropriate realignment of resource ensure these are met in a timely manner.
- A comprehensive quality assurance framework supported by all agencies, reviews and identifies areas for improvement in the support for children with SEND.

7. WHAT WILL THE FUTURE LOOK LIKE

- outcomes for children in the local area are consistently good and aspirations are high;
- children and young people receive inclusive and enabling services;
- children and young people are well prepared for the next stages of their education, employment and training;
- EHC plans are include well co-produced meaningful discussions, partnerships are present and plans are reviewed within timescales;
- the relationships between SEND and local schools is effective; provision for pupils is in place and addresses the needs of the diverse community;
- leadership is joined up and there is a shared commitment, single vision, strategy and actions from education, health and care agencies;
- joint commissioning is effective ensuring there are no delays in children accessing resources;
- the designated medical and clinical officers (DMO/DCOs) have produced a comprehensive 'health' self-evaluation and action plan – to ensure that the work taking place in the health sector is fully compliant with the Code of Practice;
- the self-evaluation of services reflects the areas key strengths and areas for development; it has been collaboratively produced by representatives of education, health and care;
- the SEND code of practice is fully implemented and any changes are co-produced between professionals and families. This results in positive feedback from children and families;
- the local offer is strong, accessible and regularly reviewed.







8. REVIEWING AND MONITORING OUR STRATEGY

The three year programme developed to focus on the delivery of the objectives specified in this strategy will publish a report every 12 months, from the date of original publication, providing an update of the progress made.

THE PUBLICATIONS AND LINKS

LOCAL :

SEND Joint Strategic Needs Assessment 2018-19

https://www.birmingham.gov.uk/downloads/file/7884/special_educational_needs_and_disability_2018

SEND Written Statement of Action

https://www.birmingham.gov.uk/info/50034/birminghams_local_offer_send/1869/birmingham_special_educational_needs_and_disabilities_send_written_statement_of_action

NATIONAL:

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

